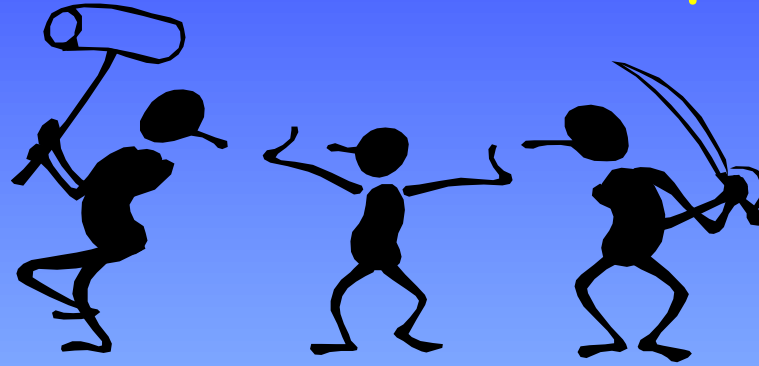# Grant Proposal

Sandy Basra
Kevin Pielak
EPSE 515A

Implementation of School Wide Positive Behavior Support in a High School

Purpose of School Wide PBS
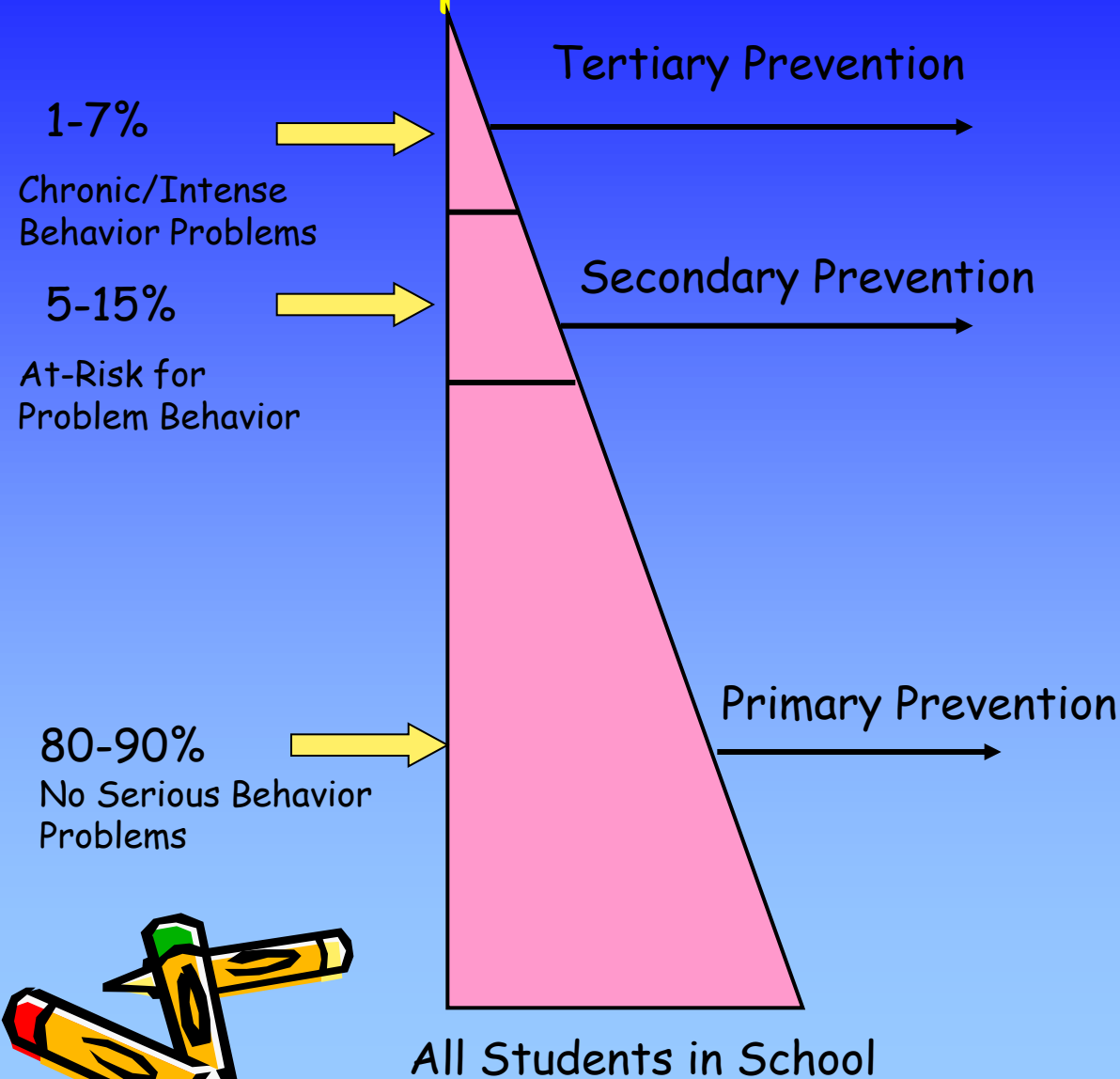
- To Counteract Delinquency

- To Enhance the School Culture

Scope of School Wide PBS

Tertiary Prevention →

1-7%

Chronic/Intense
Behavior Problems

Secondary Prevention →

5-15%

At-Risk for
Problem Behavior

Primary Prevention →

80-90%
No Serious Behavior
Problems

All Students in School

☐ **Targeted**
- Individual Student Services
- Wraparound Services

☐ **Selected**
- Adult Mentors
- Self-management support
- Scheduling Changes
- Additional Support

☐ **Universal**
- School wide behavior expectations
- Violence Prevention Skills Training
- Effective Academic Instruction

Risk Factors

I. Non-compliant Behavior
- -food/drinks/littering
- -truancy
- -profanity
- -verbal disruption/calling out

II. Social Skills
- -taunting/teasing
- -peer relations/friends
- -bullying/intimidating/threatening

III. Academics
- -poor performance/motivation
- -dropout rates

IV. Antisocial Behavior/Conduct Disorder
- -physical aggression/initiates fights/weapons
- -theft/vandalism/serious damage
- -verbal abuse
- -deceitfulness

Protective Factors

I. Non-compliant Behavior

- collaborative teams—teachers, administrators, counseling, janitorial staff
- data collection—reinforcing to see results

II. Social Skills

- self-management/social independence
- positive peer relations/self-esteem
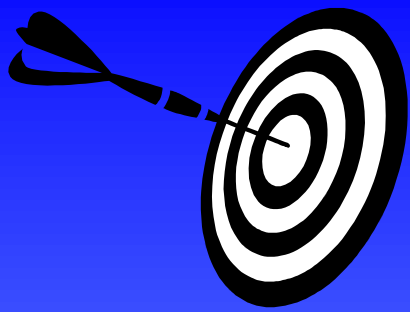- resolving conflict
- teach/model appropriate behavior

III. Academics

- self-management—organizational skills
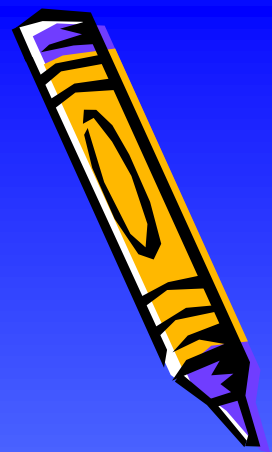- active participation through positive reinforcement

IV. Antisocial Behavior/Conduct Disorder

- community support—school psychologist, school liaison officer, counselors

Target Population

- Majority of the student population without serious problems
- High school→1150 students, grades 8-12
- Students aged 13-17 years of both genders
- Socio-economic status varies as students come from both single-parent and double-parent homes living in the Newton area of Surrey
- School is composed of 85% Indo-Canadian students
- Goal: To establish school wide behavior expectations at Tamanawis Secondary School

Theory of Positive Behavior Support
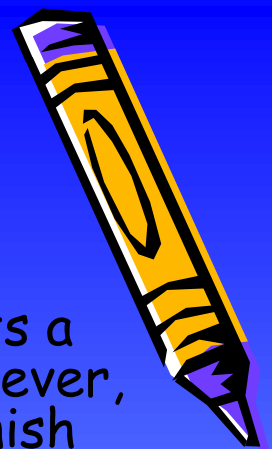
- According to the model of antisocial behavior, it depicts a life-course trajectory toward antisocial behavior. However, the type of preventative intervention required to diminish problem behavior depends on the antecedent that leads to the antisocial behavior *(Reid & Eddy, 1997)*

- Since the evolution of PBS in the mid-eighties, it is used to support students across home, school, and community settings

- It is an approach that can be used with an individual as well as an entire school

- Problem or challenging behaviors are considered to be a problem because they interfere with a child's educational and social well-being

- Moreover, they can prevent student learning, inhibit social, emotional, and cognitive well-being, as well as interfere with friendships and social acceptance *(Bambara, 2005)*

Theory of
Positive Behavior Support
(cont'd)

- The purpose of PBS is to create long-lasting change that will be beneficial to the student outside of the realm of education and translates into success in the general community
- The foundation for school wide PBS requires applying features of PBS to the whole school context in order to prevent, as well as change, patterns of problem behavior
- In order to determine the disciplinary status of a school, office discipline referrals are a useful tool

Theory of
Positive Behavior Support

(Bambara, 2005)

The facilitation of PBS has been influenced by four areas:

- 1) Applied Behavior Analysis (ABA)—numerous effective teaching and behavior management interventions

- 2) Person-centered Planning—collaborative planning including the student as the focal point

- 3) Self-Determination—IDEA 1997 promoted the concept of involving the student in planning his/her post-school life

- 4) Inclusion—full participation of individuals with disabilities in the school and community settings

Theory of
Positive Behavior Support
(Horner et al., 1995)
School-wide PBS focuses on:

- 1) Outcomes—students go to school to learn academic and social skills
- 2) Research-validated practices—what teachers use to influence students behavior
- 3) Systems—policies, staffing, budgets, leadership, and action plans required to carry out the program
- 4) Active collection and use of data for decision-making—data continually taken to make decisions to improve the school

Variables for Effective and Sustained Implementation
of the PBS Program

(Horner et al., 1995)

Practices

- Define expectations—visible throughout the school.
- Teach expectations—model behavior.
- Monitor and encourage expected behaviors—rewards system.
- Prevent and discourage problem behaviors—consequences.
- Collect and use date for decision making—efficient systems (e.g. SWIS)

Systems

- Team-based implementation—local school team.
- Administrative leadership—active support.
- Documented commitment—part of school goals.
- Adequate personnel and time—regular documented meetings.
- Budgeted support—investment.
- Information system—strategy for gathering data efficiently.

Research

Kartub et al (2000)

Implementation of school-wide PBS to reduce hallway noise during staggered lunches

- Rural middle school in Oregon
- 525 students in grades 6-8
- Three lunch hours due to high student population
- Established baseline noise levels first as comparison
  - *Grade 6: 74.8→61.4*
  - *Grade 7: 76.5→68.6*
  - *Grade 8: 76.8→68.9*
- Measured decibels using Realistic Sound Meter @ 5 intervals and reviewed acceptable and non-acceptable behavior
- Changed environment (e.g. hallways dimmer during lunch time)
- "Training Day" to teach students how to behave-Adult presence to reprimand excess noise and student leaders to encourage quite behavior

Research

Utilization of behavioral strategies to reduce vandalism and disruption by students in school

- 20 schools from 12 districts in LA County: Group I and Group II *(both groups maintained systems for gathering data on vandalism costs)*
- Study lasted three school years from 1977-1980
- Ten workshops presented between October and May
- Average vandalism measured between January and May
- Significant reduction in vandalism in schools
- Group I schools received intervention package including in-service training of two teachers from each school compared to two "barometer" teachers and selected students' behavior was measured
- Group II schools received same intervention the following year (delayed treatment control—multiple baseline)
- Both groups received same amount of in-service in the third year
- Workshops were phased out by third year of the study

Research

Walker et al (1996)

Integrated Approaches to Preventing Antisocial   Behavior Patterns in schools

- In 1993, USA was considered to be the most violent country and interpersonal violence was the number 1 public health problem
- predicted that the number of juveniles will double by 2010
- Schools are the best sites to address the problem of students with antisocial behavior using empathetic and socially supportive attitudes but they need the support of government and community
- Authors looked at different studies, reports and articles that supported multilevel school wide support for at risk students
- The school will be the coordinating agency between the different groups and agencies (families and social) that can work together in providing school wide support to students in order to divert these at risk students away from a negative path of developmental outcomes

Research

Implementation of PBS in a large urban high school to view its effectiveness

- A large public high school in Chicago

- 3 year study from 2001 to 2004

- School wide PBS implemented with some success

- Decrease in office referrals

- Implementation in high schools more complex and takes longer than elementary/middle schools but there are positive outcomes

- The impact of implementation was measured using qualitative interviews and observations, including the School-wide Evaluation Tool (SET), Effective Behavior Support Survey, Student Climate Survey, and office disciplinary referrals

Expected positive outcomes

- Increased pro-social behavior
- Decreased antisocial behavior
- Increased self-management
- Increased positive peer/teacher relations
- Decreased office referrals
- Increased/Efficient data collection methods to report positive behavior results
- Increased social responsibility

In order to implement School Wide PBS...

3 Key Areas...

I.   Support

- Most time-costly factor is to convince staff
- Requires extensive process of staff/administration cohesion as well as expert to explain how to implement program properly
- Involves forming team of staff members and administration
- Team meets on a weekly basis, well in advance of bringing the proposal to the staff as a whole.
- Start slow with the process and have it filter to the staff slowly
- In order to bring proposal to the whole staff, important to have:

  1) empirical evidence (research results)

  2) incentive (days off, summer Pro D Days, food)

  3) implications and/or consequences (ways this will help the school and individual staff members as well)

- Core team believes in the program and is trained and well-versed in the PBS program before presenting idea to the whole staff
- Allocated time for addressing concerns and a staff vote.

II. Implementation

- Behavior facilitator meets with core team of staff members and administration for 2-3 meetings and views school handbook
- Determines if requirements for effective PBS program are present
- Two or three meetings with the core team, data analysis (e.g. office referrals)
- Meeting with staff as a whole for 1 day to present data results and discuss current state of school
- Invigilate school-wide systems form to staff
- Staff involved in data and works collaboratively to come up with an acronym for implementing PBS to address most important concerns that the school has.
- Facilitator spends a ½ day with the core team to translate the acronym into expectations and rules.
- Core team is the driving force behind implementing the program
- Facilitator will meet with the team for 1 month to train one or two staff members to lead implementation

III. Maintenance

- Once PBS program is in place, maintenance requires consistency
- Regular team meetings need to occur in order to discuss any concerns
- Data collection is a positive reinforcing key factor in maintaining school wide PBS
- SWIS program utilized to enter data efficiently
- Important to collect data regularly in order to have current results
- Communication of these results occurs regularly—time during monthly staff meetings to report data.

Budget

Staff $15000

(10 core team members→5 TOC Days per member @$300)

Training $10000

(Behavior facilitator→10 meetings @ $200, 2 full day sessions @$1000, ½ day session @ $500, transportation cost, food catering for sessions)

Resources $15000

(Rewards/Tokens → movie passes, bowling, Fast food, retail gift certificates)
(SWIS→$250 per school year @ 3 school years minimum)

Overhead $15000

For a grand total of...

$55 000!